

Landforms of Lower NY Harbor Area Lesson Plan (using 4th grade Traveling Trunk materials)

Essential Question: *Why does geography matter?* (Geography 4.1a, 4.1b, NYC DOE K-8 Social Studies Scope & Sequence) and the CCSS for grade 4 ELA (see chart at end)

Enduring Understanding: Students develop an enhanced understanding by the use of texts, various maps and other resources to represent and examine the geography of New York State for

- a) Physical geographic features of New York State and New York City (including Governors Island).
- b) Political geographic features of New York State and New York City (including Governors Island).

Differentiated Lesson Plan: *How can maps and other resources help us understand the role in history of the geography of New York Harbor and Governors Island in particular? How have people interacted with and impacted upon the geography?* (This lesson plan is designed to be done over the course of 3-5 sessions depending on the desired level of differentiation and depth of knowledge intended for students.)

Instructional Objectives: Geographic Reasoning

- **Use location terms and geographic representations** (maps and models) [DOK level 1] to **describe where places are in relation to each other** [DOK level 2] to **assess connections among places** [DOK level 3].
- **Identify how environments affect human activities and how human activities affect physical environments** [DOK level 1] to gauge the concept of change as applied to geography
- **Recognize relationships or patterns** noticed among resources [DOK level 1] to **distinguish human activities and human-made features from “environments”** (natural events or physical features that are not directly made by humans). [DOK level 2].
- **Investigate how human activities alter places** [DOK level 3] to **evaluate the benefits** [DOK level 4] of particular places for purposeful activities.

Teacher resources provided : (*indicates materials that are also utilized in other 4th grade traveling trunk lesson kits; items in red ink may need to be copied and laminated for dispersal to classrooms)

- laminated habitat cards* (7) and soil and salt water cards (2)
- large puzzle pieces of aerial views of Manhattan (2 versions, 5 pieces each)
- laminated "Manatus" New York Map, 1639, Library of Congress
- laminated topographical map of the City and County of New York, 1836, Library of Congress
- laminated map of New York and Environs, 1859, NY Public Library
- laminated Port of New York, Currier and Ives, 1892, Library of Congress
- laminated maps of American defenses and British camps along New York harbor
- laminated map "Defending New York"
- laminated map of Governors Island, 1813, Joseph L. Mangin RG 77
- laminated cover of Scientific America, 1907

Anchor texts provided: (1 of each unless otherwise noted)

1. "Why are the natural resources of Governors Island and New York Harbor a national (and natural) treasure?" [History Puzzle #1 short text 2 pages]*
2. "It's my island" Users Guide to Governors Island 2014 (8 copies of pamphlet)

Domain Specific Vocabulary (words **bolded** indicate included in other 4th grade travel trunk lessons)

landforms
environment

habitat
glaciers

natural resources
geography (and geology)

primary sources or documents

Classroom display ideas: Classroom display of laminated materials to develop students' interest and questions for inquiry; vocabulary words displayed on a classroom word wall; natural resources books and maps of New York region as well as a world map or globe; atlases for students

Lessons: (see notes across from each section for further suggestions on options)

<p><u>Session 1-Whole class:</u> Introduce the essential question Why does geography matter? as focus of lesson on a chart and students <i>independently</i> write in response to it <i>without any other teaching</i> - collect these and save. Then do a shared reading of anchor text #1. Highlight as a teacher model main ideas and supporting details of text as related to the concept of geography for students. Write these text notes onto paper chart or interactive whiteboard for adding to later on. (Possible suggested stopping point at end of first paragraph on page 6 of document.)</p>	<p>Notes: if document camera is available, place a copy of text under it for whole group viewing and interactive marking up of text , plus make copies of the anchor text as needed for reading partnerships or individual student copies, if desired</p> <p>-if this is a second reading of the anchor text , invite students for this re-reading to put on their "geographer" lens to zoom in and notice the details related to this concept.</p> <p>-Discuss and revisit vocabulary words in context as they arise throughout entire lesson.</p>
<p><u>Session 1a- Partnerships:</u> Invite student partnerships to try identifying other related details and/or other main ideas & supportive details as read through rest of text. Mark up copies of text with colored markers/pencils. <i>Hint:</i> use different colors to indicate related/connected information</p>	<p>Notes: teacher remains working with students who are not yet up to handling the text complexity of the anchor text or has pre-recorded an audio version (on cd, digital device such as an ipod/ipad, etc.) of text for students to listen to while reading rest of text</p> <p>-move around room to touch base with partnerships, noting those with significant main ideas and supportive details to share at end of session.</p>
<p><u>Session 1b-Share of findings by partnerships:</u> class reconvenes to share work (method as decided by teacher). Further notes are added to chart on text used earlier during teacher modeling.</p> <p>--Students are asked to then revisit essential question and identify how environments affect human activities and how human activities affect physical environments as well as recognize relationships or patterns they noticed <i>based upon the text they just read</i>. Encourage students to cite specific text quotes that support their thinking. Add these thoughts, quotes & lingering ?s from discussion to essential question chart at end.</p>	<p>Notes: -assign a re-reading of text as HW to give students a chance to review main ideas & details</p> <p>-assign students to reflect on each session's facts, concepts, new findings and their own lingering questions in their notebooks (as homework or during part of the day) to help them develop a mindset of inquiry and a reflective stance as a geographer/historian (on-going).</p>

<p><u>Session 2-Whole class:</u> Gather around the essential question chart from previous session to briefly review and to let students know they will be adding to it today based upon their work with non-text based resources.*</p> <p>*Ask students what are some examples of these might be to gauge if "maps" come up-if not or student seem to have limited awareness of these, display right away two maps side by side of "Manhatta, 1609" and Map of Modern Manhattan (subway) [found in student work packets from 4th grade trunk] Focus is to use location terms and geographic representations to assess <u>connections</u> between the two maps.</p> <p>-Place students' comments written on post-it's for each map or between if apply to both.</p>	<p>Notes: if desired, this lesson can be done during same day as Session 1as it is a more inactive lesson plan building upon the focus from that session.</p> <p>-if display of the laminated materials is up, gesture towards the classroom; items will be needed for this lesson.</p> <p>-the use of no chart for placing post-its is intentional to hopefully illicit from students who notice that there is some sort of pattern developing among the comments and a need for sorting them. However, if desired, the post-it's may be placed onto a t-chart labeled with compare and contrast (this will be introduced in next part of session 2 for a second set of images building upon this work).</p>
<p><u>Session 2a-Class divided in half:</u> Large puzzle pieces of aerial views of Manhattan (2 versions, 5 pieces each) are to be distributed among the two halves [consider 1-2 each per table teams].</p> <p>-Students are given a specified amount of time (8-10 minutes should be sufficient) which is displayed on interactive white board or other method to complete both puzzles.</p> <p><u>Session 2b:</u> Reconvene as whole class after students have completed puzzles and distribute post-its (1 per student) to place onto on a whiteboard or paper T-chart labeled with Compare and Contrast to have them assess connections between the two views.</p> <p>-Once all students have posted comments, lead a discussion on the features of the aerial views they noticed, then revisit the two maps from earlier in this session to highlight that these images are also of Manhattan.</p> <p>-Develop discussion further (<i>which images came first, what changes are evident, etc.</i>) Then connect back to the on-going essential question chart to add ideas on how geography of a place is important...<i>in the development of a city? What features/landforms are still there/which are not and why the difference?</i> (This is an initial discussion that will eventually delve into the very deep topic of how settlement of people can greatly impact a place [i.e. human impact, civil engineering] to be revisited again in another session.</p>	<p>Notes:-consider playing Jeopardy theme song while students are putting puzzles together.</p> <p>-students will need access to own notebooks, folders or other forms for gathering and retaining notes from materials as well as discussions; writing tools-pencils, pens, markers, etc.; post-its)</p> <p>-after this lesson, placing the puzzle pieces within a large envelope within a sturdy plastic bin may have these available for students to use in pairs or individually in a center activity could be an option. <i>Please verbally remind students to be extra careful with these as well as have a written reminder at the center.</i></p> <p>-consider having students keep track of the essential question chart in their own notebooks-- whether printing out copies for students if using an interactive board or taking a pic of the chart and posting online fro students to reference anywhere or just copied into their notebooks.</p> <p>-assign students to reflect on each session's learnings, concepts, new findings and their own lingering questions in their notebooks at home to help them develop a mindset of inquiry and a reflective stance as a geographer/historian (on-going).</p>

Session 3-Small Group Collaborative Research:

Whole class initially to introduce to students a selection of the laminated items (habitat cards and the maps) that they will be using in today's session. Define for students what primary sources or documents are and the advantages and disadvantages of using these. Lead a close observation of these to model how to build on previous session's focus (use location terms and geographic representations) with distinguishing between human activities/human-made features from "environments".

Session 3a-Assign students different roles within their teams (pair up roles if groups are larger than 4) to collaboratively develop the group's thinking (see notes for suggestions on roles) to use the modeling as a reference for evidence of the habitats in the maps and investigating how human activities alter these places. -Set up students in their collaborative groups. Pass image materials distributed to groups as follows:

Group 1: laminated items-habitat cards (river & stream); "Manatus" New York Map, 1639, Library of Congress; topographical map of the City and County of New York, 1836, Library of Congress

Group 2: laminated items-habitat cards (rocky beach & salt water); map of New York and Environs, 1859, NY Public Library; Port of New York, Currier and Ives, 1892, Library of Congress

Group 3: laminated items-habitat cards (forest & soil); (2) maps of American defenses and British camps along New York harbor

Group 4: laminated items-habitat cards (wetlands, pond & cliff); map Defending New York

Session 3b - Share of findings by groups: class reconvenes to share work - students are taking notes from other's presentations. Add to essential question chart new findings, claims, & any lingering questions. *Be sure to illicit from students that many of the maps and illustrated images they worked with today feature Governors Island, if they do not on their own. End with a discussion (see notes) of students' opinions how this island relates to New York City based upon their research. Add items are necessary to the essential question chart.

Notes: Students will need access to own notebooks, folders or other forms for gathering and retaining notes from research materials as well as their group discussions; writing tools-pencils, pens, markers, etc.; post-its).

-Collaborative/cooperative group roles suggestions: There are many ways to have students work collaboratively. Groups should be mixed ability. The purpose is to have tasks equitably distributed as possible, while keeping in mind the differing preferences and capabilities of students (i.e. Gardner's Multiple Intelligences). Simply put, some suggested roles could be:

- **Facilitator** provides leadership and direction for the group leads discussions; makes sure that every voice is heard; focuses work around the learning task.
- **Recorder** keeps a public record of the team's ideas and progress; uses charts, multiple colors, and other techniques to highlight and summarize the ideas of the team says, "I think I heard you say _____...is that right?"
- **The Summarizer** restates the group's conclusions and responses; checks for clarity of understanding; says, "Does this accurately reflect what we've done today?"
- **The Presenter** regularly contributes to the team's efforts; presents the group's finished work to the class; says, "What is most important of what we discussed that should be shared with the class?"

For more information on collaborative or cooperative group work, please click on the following links: [Overview of Collaborative/Cooperative Work in Classes](#); [Grouping Strategies](#)

-Discussion strategy to try: "**Save the Last Word for Me**" is a discussion strategy that requires all students to participate as active speakers & listeners. Its clearly defined structure helps shy students share their ideas while frequent speakers practice being quiet. Ask students to select an images that stands out to them in relation to the focus or question at hand. Write the name or title of this on front of index card. On the back of card, students explain why they selected this image and what they think it represents or why it is important. Students quickly gather in groups of 3 or 4, labeling one student A, one B, one C (and D if needed). Invite "A"s to show their chosen image. Then students B and C (plus D, if there) discuss the image. What do they think it means? Why is it important? After several minutes, as the A students read aloud the back of their cards to explain why they picked the image having "the last word" for round 1. This process continues with B, then C (and D as applies). Teacher may collect these cards

Session 4-5 (2-3 days): Final Whole Class Session (leading to) Individual Student Analysis and Application of Concepts Learned

Whole class-While displaying the essential question chart, refer back to the end of the previous session's discussion on the the relevancy of Governors Island to New York City. Then, using a document camera, display the laminated cards that prominently feature Governors Island (map of Governors Island, 1813, Joseph L. Mangin RG 77; cover of Scientific America, 1907). Allow students time to think about *both* the similarities and changes seen in the two images, have them quick jot these down. Then teacher reads aloud twice (and displays, if desired) the short quote shown in Notes section and invite students add to their own notes. Students then pair with a classmate to decide on top 3-4 notes between them before turning to a whole table share and further refine together their group's top 3 items to list out (as teacher types/writes these on interactive whiteboard or chart) with whole class.

Session 4b-5: Initial introduction of performance task which will synthesize the concepts gleaned from the previous sessions to create explanatory paragraphs *on the importance of geography (see notes)* for possible use in new "It's My Island" pamphlets based upon selected images and documents (see notes) in answer to the essential question prompt: "**Why does geography matter?** How can maps and other resources help us understand the role in history of the geography of New York Harbor and Governors Island in particular? How have people interacted with and impacted upon the geography?" Students begin to plan out and draft their explanatory paragraphs, deciding which to use of all materials studied during any sessions that BEST supports their thinking in response to the prompt. Collect *student writings* at end to compare with initial writing.

Notes: Short Quote (excerpt from "Governors Island: A Window on American History", a Parks as Classrooms booklet from the U.S. National Parks Service, p. 21)

Even in its earliest days, Governors Island and Manhattan Island were strongly connected by their shared harbor and natural resources which supported early growth, settlement and commerce. A sawmill on Governors Island was built to harvest timber that was then used to build some of the first cabins at the tip of Mannahatta (Manhattan). Cattle that first grazed on Governors Island were moved to the better pastures on Mannahatta. Early trade and commerce, the value of the land and natural resources impacted events on *both* islands, paving way for shared history and later, conflict.

-consider culling from students' essays the four or five best which will be used in further lessons to model different aspects of good writing (taking a stance, supporting a claim, relevancy of details used, citing quotes well, etc.) as well as for inclusion in possible future lessons from this series on Governors Island that build upon these sessions.

-For the performance task, an underlying objective is that students explain how human activities alter places and to evaluate the benefits of particular places for purposeful activities focusing on Governors Island in New York Harbor.

-hand out pamphlets to students at start of session 4b to have them notice how writing and images fit together

-the number of paragraphs and accompanying images can be varied to meet diverse student achievement levels as needed.

-At end of each session (until the final), teacher collects essays though students may keep their notes as gathered during the course of the sessions - unless teacher decides otherwise.

-assessments of tasks for ELA items (readings, discussions and writing) can be found at this [nysed.gov link](https://nysed.gov/link) or use your own school's approved rubrics.

CCSS ELA Grade 4 for this lesson

<p><u>Reading:</u> CCSS.ELA-RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-RI.4.7 Interpret information presented in a variety of formats and explain how the information contributes to an understanding of topic.</p> <p>CCSS.ELA-RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Listening/Speaking/Writing:</u> CCSS.ELA-SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-SL.4.4 Report on a topic or text, in an organized manner, using appropriate facts and relevant details; speak clearly at an understandable pace.</p> <p>CCSS.ELA-W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-W.4.7Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-W.4.8Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-W.4.9Draw evidence from informational texts.</p>
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